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ABSTRACT

An outline of the newly revised standards for state approved teacher education programs in Oklahoma sets forth regulations and requirements on: (1) initiations of new certification programs; (2) five-year evaluation for re-accreditation; and (3) specific standards for approved teacher education programs. Specifically, for both new certification programs and re-accreditation, brief descriptions are given of the following: the application forms, the self-study, the sequence and timing of events in the process, the selection of the visiting committee, the logistics of the on-site visit, the preparation of the visiting committee report, and the recommendation process. In addition, the contents of a resource file provided for the visiting committee during the five-year evaluation are described. The specific standards for teacher education programs provide information on governance and administration of the total program, teacher education faculty, facilities and instructional resources, student qualifications, and curriculum standards and requirements. Standards for faculty development are appended. (JD)

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ACCREDITATION STANDARDS
FOR APPROVED TEACHER EDUCATION PROGRAMS

Approved by the

OKLAHOMA STATE BOARD OF EDUCATION

September 27, 1984

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SP 025 429

August, 1984

NEW STANDARDS FOR STATE APPROVED TEACHER EDUCATION PROGRAMS

PART ONE: EVALUATION PROCESS

I. INITIATING NEW CERTIFICATION PROGRAM(S)

A. Application Form

The application form will be completed by the Director of Teacher Education at the institution seeking State Board of Education accreditation for a new certification program. The completed application should include the following information:

1. Name of the institution and the new certificate program.

2. Level(s) at which certificate program can be completed - undergraduate, graduate.

3. Individual responsible for directing/coordinating the program.

4. Assurance statement that all new and revised courses in the program as well as the total program have received approval by the institution's teacher education committee/council and met appropriate approval procedure(s) of the institution and, when appropriate, approval by the Regents for Higher Education

5. Three dates (two days each) for an on-site evaluation of the program (in order of preference).

6. A statement indicating that the self-study is to be sent to the Teacher Education, Testing, and Staff Development Section six weeks prior to the date selected for the on-site evaluation.

7. The signature of the Director of Teacher Education and the chief administrative officer at the institution.

B. Self-Study

1. A list of areas to be addressed in the self-study will be sent to the Director of Teacher Education along with the application form.

   a. Organization/administrative structure of the institution

   b. Organization/administrative structure of the program

   c. Admission to and retention in the program

   d. Admission to the professional education/student teaching component

   e. Need for the program

   f. Objectives of the certificate program and an indication of where those objectives are met in the certificate program curriculum

   g. Syllabi for courses in the area of specialization and for courses in general education and professional education which are unique to the new program

   h. Curriculum - on forms provided, indicate the course number, title, and credit hours for each course in general education, professional education and area of specialization. Also, indicate the probable sequencing of courses.

   i. Library resources and other facilities for the program

   j. Faculty vitae

2. The self-study will be sent to the Teacher Education, Testing, and Staff Development Section six weeks prior to the visitation dates so that visiting committee members can receive their copy four weeks before the visit.

C. Timelines

1. Send self-study and college catalog to the Teacher Education, Testing, and Staff Development Section six weeks prior to the scheduled on-site visit.

2. The on-site visit to evaluate a new program usually takes a full day. If the visiting committee has to drive a great distance, the visitation may span two days.

3. Visiting committee selection process should be completed by the State Department of Education four to six weeks prior to the visit.

4. After editing the committee report after the on-site visit, the Teacher Education, Testing, and Staff Development Section will send a copy to the visiting committee members and the Director of Teacher Education before the report and recommendation are presented to the Professional Standards Board.

   a) The Director of Teacher Education will be given the opportunity to make corrections in factual information only.

   b) Visiting committee members will be given the opportunity to make corrections or additions in their respective assignment area.

5. At its next scheduled meeting after the Professional Standards Board takes action on the visiting committee report, the State Board of Education will make a final decision regarding the accreditaton of the institution's certificate program. That decision will be based on the recommendations of the visiting committee and the Professional Standards Board.

D. Visiting Committee Selection

1. Selection of the visiting committee will be made by the Teacher Education, Testing, and Staff Development Section as soon as possible after the visitation dates are set.

2. Selection of committee members will be based on the following:

   a. Experience and/or expertise in the certificate area being evaluated.

   b. A majority of the visiting committee members will have had experience in the process of evaluating programs for State Board of Education accreditation.

   c. Achieving a balance in committee membership to include representatives, whenever possible, of the various sizes and types of institutions of higher education (comprehensive and regional universities, public and private institutions), public schools, the State Department of Vocational-Technical Education, and the State Department of Education.

d. In addition to the representative(s) of the Teacher Education, Testing, and Staff Development Section, typically three or four committee members will participate in the evaluation of each new program.

3. The institution whose program is being evaluated will be given an opportunity to review a list of potential members of the evaluation committee. The administration and faculty of the institution have the right to approve committee members.

E. Logistics of the On-Site Visit

1. A visitation schedule will be prepared as soon as a visitation date has been set and committee members have been selected.

2. The visitation schedule will be sent along with the self-study to the committee members approximately four weeks prior to the scheduled visit. A copy of the schedule will also be sent to the Director of Teacher Education at the institution being visited.

3. The visitation schedule will include:

a. Dates of the on-site visit.

b. Name and location of lodging where reservations have been made for committee members.

c. Location of the visiting committee headquarters on the campus of the institution being evaluated.

d. Meeting time and place for committee organizational meeting.

e. Meeting time and place for committee interviews with faculty and administrators regarding the policies and procedures affecting all teacher education programs.

f. Meeting time and place for committee members and faculty representing the new certificate program.

g. Meeting time and place for committee to complete writing assignment.

h. Meeting time and place for committee members to read and discuss their writing assignments.

i. Meeting time and place for the visiting committee to present the exit report.

4. Committee members will be reimbursed for expenses incurred in travel, lodging and per diem. Forms for reimbursement must be signed by committee members on the last day of the visitation.

F. Preparation for the Visiting Committee Report

1. The visiting committee report is to be based on the following:

   a. Applying State Board of Education minimum requirements to the proposed program as it is presented in the self-study.

   b. Checking supporting documents against State Board of Education minimum requirements.

   c. Validating self-study and supporting documents through interviews with faculty and administrators.

   d. Validating the self-study by observing facilities and records.

   e. Specific standards for approved teacher education programs.

2. Each committee member is responsible for one or more writing assignment which will become a part of the committee report.

3. Writing assignments should be completed before the conclusion of the on-site visit. Each committee member reads his/her report to the whole committee and a decision concerning approval will be reached by majority vote.

4. At an exit report, the visiting committee will present a summary of its evaluation of the program. The summary will include:

   a. Recommendation of the committee to the Professional Standards Board and State Board of Education regarding approval or disapproval of the program.

   b. If all minimum standards are not met, the program will not be approved until conditions set by the committee are met in the designated timeline.

   c. Strengths, concerns and recommendations for improving the program.

G. Recommendation Process

1. After editing the committee report, the Teacher Education, Testing, and Staff Development Section will send a copy to the visiting committee members and the Director of Teacher Education before the report and recommendations are presented to the Professional Standards Board.

   a) The Director of Teacher Education will be given the opportunity to make corrections in factual information only.

   b) Visiting Committee members will be given the opportunity to make corrections or additions in their respective assignment areas.

2. At its next scheduled meeting after the Professional Standards Board takes action on the visiting committee report, the State Board of Education will make a final decision regarding accreditation of the proposed program based on the recommendations of the visiting committee and the Professional Standards Board.

H. Specific Standards for Approved Teacher Education Programs appear on page 14.

II. FIVE-YEAR EVALUATION FOR RE-ACCREDITATION

A. Application Form

Application for an evaluation of all teacher education programs at an institution seeking re-accreditation on a five-year basis shall include:

1. Name of institution.

2. A list of the certificate programs for which re-accreditation is sought.

3. Indication of the programs in the above list which were initially approved since the last five-year visit.

4. A list of programs to be considered for initial approval.

5. Three sets of visitation dates (three days each) should be submitted in order of preference.

6. The signature of the Director of Teacher Education and the chief administrative officer of the institution.

B. Self-Study

1. A list of areas to be addressed in the self-study should be sent to the Director of Teacher Education along with the application form.

   a. Organization/administrative structure of the institution

   b. Organization/administrative structure of the teacher education program

   c. Admission to and retention in teacher education and professional education/student teaching

   d. Curriculum - on forms provided indicate the course number, title and credit hours for each course in general education, professional education and areas of specialization for each certification program

   e. Library resources

   f. Financial support

   g. Support staff

   h. Facilities

i. Faculty

1) Qualifications

2) Workload

3) Benefits

j. Student advisement, enrollment, admission, retention, performance on standardized tests, participation in the program follow-up and development and placement

k. Program follow-up and development

l. Changes in program since last five-year evaluation

m. Compliance with H.B. 1706 regulations

1) Entry-Year Assistance Program

2) Faculty Development Program

C. Timelines

1. The regular evaluation of teacher education programs for the purpose of re-accreditation are conducted every five years so that typically no more than four institutions are evaluated in any one year period.

2. Approval of certificate programs which are accredited on the regular five-year cycle runs to June 30 of the final year of program approval.

3. Institutional self-studies which are prepared as a part of the regular five-year approved program evaluation are sent to the Teacher Education, Testing, and Staff Development Section six weeks before the scheduled on-site evaluation.

D. Visiting Committee

1. The visiting committee which serves to evaluate approved programs as a part of the five-year State Board of Education accreditation process will be selected as soon as possible after the visitation dates are set.

2. These committee members are selected by the Teacher Education, Testing, and Staff Development Section of the State Department of Education which uses the following criteria:

a. Committee members with expertise in each certificate program offered by the institution being evaluated.

b. A majority of the committee members will have had experience in the process of evaluating programs for State Board of Education accreditation.

c. Achieving a balance in committee membership to include representatives, whenever possible, from the various sizes and types of institutions of higher education (public and private-comprehensive and regional universities), the public schools, the State Department of Vocational-Technical Education, and the State Department of Education.

d. Distance that committee members must travel to the institution being evaluated is considered.

e. The institution whose teacher education programs are to be evaluated will be given an opportunity to review a list of potential members of the evaluation committee. The administration and faculty of the institution have the right to approve committee members.

E. Logistics of the On-Site Visit

1. A visitation schedule will be prepared as soon as a visitation date has been set and committee members have been selected.

2. The visitation schedule will be sent to the committee members along with the self-study approximately four weeks prior to the scheduled visit. A copy of the schedule will also be sent to the Director of Teacher Education at the institution being evaluated.

3. The visitation schedule will include:

a. Dates of the on-site visit.

b. Name and location of lodging where reservations have been made for committee members.

c. Location of the visiting committee headquarters on the campus of the institution being evaluated.

d. Meeting time and place for committee organizational meeting.

e. Meeting time and place for committee interviews with faculty and administrators regarding the policies and procedures affecting all teacher education programs.

f. Meeting time(s) and place(s) for committee interviews with students in the various certificate programs and graduates of the program since the last on-site evaluation.

g. Meeting times and places for individual committee members and faculty representing each certificate program.

h. Meeting time and place for committee to complete writing assignment.

i. Meeting time and place for committee members to read and discuss their writing assignments.

j. Meeting time and place for the visiting committee to present the exit report.

4. Committee members present their reports to the Administrator of the Teacher Education, Testing, and Staff Development Section of the State Department of Education.

F. Resource file provided for the visiting committee by the institution will include:

1. Faculty Vitae

2. Course syllabi

3. Budget

4. Faculty Development Plan

5. Appropriate committee meeting minutes

6. Certificate checksheets

7. Student handbooks

8. Faculty handbooks

9. Follow-up studies

10. Other forms appropriate to teacher education

G. Preparation of Visiting Committee Report

1. Each visiting committee member is responsible for at least one or more writing assignment which will become a part of the committee report.

2. The following categories as they pertain to teacher education should be included within the separate writing assignments:

   a. Organization and administration

      1) Governance

      2) Financial support

   b. Admission and retention

   c. General education

   d. Professional education/student teaching

   e. Faculty Development Program

   f. Entry-Year Assistance Program

   g. Individual certificate programs

      1) Faculty

      2) Support staff

      3) Facilities

      4) Library resources

      5) Program objectives

      6) Program curriculum

      7) Program follow-up and revision

3. The visiting committee report is to be based on the following:

   a. Application of State Board of Education minimum requirements to the teacher education programs as they are presented in the self-study.

   b. Checking supporting documents against state minimum requirements.

c. Validation of self-study and supporting documents through interviews with students, faculty, and administrators.

d. Validation of self-study by reviewing facilities and records.

e. Specific standards for approved teacher education programs.

4. Writing assignments are to be completed before the conclusion of the on-site evaluation. Each committee member reads his/her report to the whole committee.

5. The visiting committee reaches a majority vote on the entire report and on specific recommendations.

6. Each certificate program will be considered for approval on an individual basis. Recommendation options available to the evaluation committee for each certificate program are:

   a. Full Approval

      The certificate program is given full approval of the visiting committee. The visiting committee shall, when appropriate, cite strengths, concerns, and/or recommendations. Concerns and/or recommendations made by the visiting committee shall be given careful consideration by the institution as a means for improving a program. Compliance with such recommendations will be considered by visiting committees in subsequent evaluations.

   b. Conditional Approval

      The certificate program is given approval based on specified conditions being met within a specific timeframe. If the conditions are not met in the specific timeframe, approval will not be continued. The visiting committee shall, when appropriate, cite strengths, concerns, and/or recommendations. Concerns and/or recommendations made by the visiting committee shall be given careful consideration by the institution as a means for improving a program. Compliance with such recommendations will be considered by visiting committees in subsequent evaluations.

c. Non-Approval

The certificate program does not meet State Board of Education minimum standards.

7. At an exit report, the visiting committee will present a summary of its evaluation of the teacher education programs. The summary will include:

a. The recommendation which will be made to the Professional Standards Board and the State Board of Education regarding approval of each program.

b. Conditions and timelines for program approval.

c. Strengths, concerns and recommendations for improving programs.

H. Recommendation Process

1. After editing the committee report after the on-site visit, the Teacher Education, Testing, and Staff Development Section will send a copy to the visiting committee members and the Director of Teacher Education before the report and recommendation are presented to the Professional Standards Board.

a) The Director of Teacher Education will be given the opportunity to make corrections in factual information only.

b) Visiting committee members will be given the opportunity to make corrections or additions in their respective assignment areas.

2. At its next scheduled meeting after the Professional Standards Board takes action on the visiting committee report, the State Board of Education will make a final decision regarding the re-accreditation of the institution's certificate programs. That decision will be based on the recommendations of the visiting committee and the Professional Standards Board.

SPECIFIC STANDARDS FOR APPROVED TEACHER EDUCATION PROGRAMS

The following standards apply to both undergraduate and graduate programs.

I. GOVERNANCE AND ADMINISTRATION OF THE TOTAL TEACHER EDUCATION PROGRAM

A. There must be a recognizable and functioning governance entity within the institution's administrative structure which has responsibility for designing, approving and continuously evaluating and developing teacher education programs. This governing unit may be a council, committee, department, school, college, or any other recognizable entity which includes the administration of teacher education as one of its major functions.

B. Governing Unit Membership and Responsibilities

1. Membership in the teacher education governing unit shall be defined by written policy to include:

a. A majority of the members have teaching experience in the public schools.

b. A majority of the members in the governance unit are currently teacher education faculty.

c. Some faculty shall represent the general education component.

d. The process whereby faculty and administrators become members and the terms of office are clearly defined.

2. Responsibilities of the teacher education governing unit shall be defined by written policy to include:

a. Responsibilities of the officers of the unit.

b. Responsibilities of the unit's standing committees.

c. The governing unit shall assume responsibilities in the following areas as they are related to teacher education:

1) Admission/retention in teacher education

2) Student teaching (admissions and placement)

3) Development of courses and program curricula

4) Program review, evaluation and planning

C. Director and Director's Responsibilities

1. One person shall be designated as the official representative of teacher education at each institution.

2. The authority and responsibilities of this individual shall be clearly defined in written policies.

D. Program Review, Evaluation and Revision

1. The governance unit shall conduct at least one systematic review, evaluation, and, when appropriate, revision of all teacher education programs between each five-year State Department of Education evaluation.

2. The periodic program reviews and revisions shall be based on, but not limited to, stated goals and objectives.

3. The process for conducting program review, evaluation and revision shall include, but not be limited to, participation by the following:

a. Teacher education faculty

b. Alumni of the programs

c. Students currently in the program

d. Teachers and administrators from the public schools

E. Budget-Making Process and Level of Financial Support

1. The budget-making process for all teacher education programs shall be clearly defined.

2. Financial support for programs in teacher education shall be maintained by the institution at a level appropriate for a professional preparation program.

II. TEACHER EDUCATION FACULTY

A. The majority of the teacher education faculty will meet the following criteria:

1. Shall be directly involved in the preparation of teachers or school service personnel.

2. Shall be academically qualified in their assigned areas.

3. Shall hold a terminal degree.

4. Shall have had teaching experience in the public schools.

B. Faculty teaching or advising students in graduate programs shall hold a terminal degree.

C. Adjunct Faculty

1. The institutional criteria for the employment of adjunct faculty utilized in the teacher education program shall be clearly defined.

2. Adjunct faculty shall be adequately qualified for assigned duties.

3. Adjunct faculty will be utilized in teacher education programs only in cases where such appointments strengthen the quality of those programs.

D. Assignments and Workload - Exceptions to the following criteria shall be explained and justified within the institution's self-study.

1. Faculty shall be assigned duties (teaching, administration, research, student advisement, etc.) only in areas where they have had an adequate background of academic training and/or experience.

2. Faculty whose primary responsibilities are in undergraduate programs should not be assigned a workload beyond the equivalent of 24 semester hours of teaching per academic year.

3. Supervision of student teachers will be calculated on the basis of no more than two (2) student teachers equivalent to one credit hour.

4. Participation on Entry-Year Assistance Committees will be calculated on the basis that serving a full year on one Entry-Year Assistance Committee is equivalent to one credit hour.

5. Graduate faculty workloads should not exceed the equivalent of 18 semester hours of teaching per academic year.

6. Faculty should not be assigned exclusively to the supervision of student teachers and/or to serve on Entry-Year Assistance Committees.

E. Faculty Support

1. Support should be provided to allow faculty adequate time to plan, prepare for instruction, revise courses and conduct research. This support should be provided through:

a. Access to clerical and/or student assistance.

b. A policy which provides release time for faculty to conduct scholarly activity.

c. Materials, resources, office space, and equipment which are adequate to carry out essential functions in teacher education such as research, curriculum development, lesson preparation and student advisement.

2. Teacher education program budgets should permit faculty members to attend and participate in state, regional and/or national professional conferences and other professional activities

F. Faculty Development (See Appendix)

III. FACILITIES AND INSTRUCTIONAL RESOURCES

A. Classrooms

Classrooms should be of appropriate size and design to serve their defined purposes for teacher education.

B. Library and Media

1. As a principal resource for teaching and learning, the library holdings in teacher education shall include:

a. Professional journals

b. Texts

c. Reference works

d. Curriculum guides/materials

e. Elementary and secondary textbooks and other instructional materials which are current, sufficient in number and quality for the faculty and students served

2. Acquisitions should be based on the recommendations of the faculty and national professional organizations.

3. Materials center and instructional media center(s) for teacher education shall be maintained either as a part of the library or as a separate unit(s).

C. Laboratories and Facilities

1. The institution shall provide supplies and equipment specifically suited to the program and shall provide laboratory space where appropriate.

2. The institution shall have a written procedure for acquisition, maintenance and replacement of laboratory equipment used in teacher education programs.

3. The institution shall also provide supplies and equipment for activities such as video-taping, micro-teaching and role-playing.

IV. STUDENTS

A. Admission and Retention Criteria

1. Admission to Teacher Education (undergraduate)

Each institution shall develop, publish, and implement a written policy which clearly defines the criteria by which students are admitted to teacher education and/or specific certificate programs. Teacher education programs shall establish admission policies which meet at least the following minimal criteria:

a. Applicants shall have a cumulative grade point average of 2.50 on a 4.0 scale.

b. Applicants shall show evidence of adequate reading, writing and verbal communication skills, demonstrated by appropriate academic coursework and an interview with an admission committee.

c. Applicants shall have expressed interest in teaching as demonstrated by prior experiences and activities.

d. Applicants shall provide an academic record that clearly indicates their commitment to the academic aspects of teaching.

e. Applicants shall show evidence of personal traits that suggest potential for working with youth, with parents and the other constituencies of a teacher.

2. Retention in Teacher Education (undergraduate)

a. Teacher education programs shall follow a written policy which describes specific procedures, timeframes, and requirements which include maintaining a 2.50 grade point average for retention in the teacher education program.

b. A systematic procedure for annually monitoring the students shall include one or more of the following as a means to determine whether a student is making adequate progress through the program: grade reports, advisor reports, faculty reports and/or interviews by committee(s).

3. Admission to Student Teaching/Placement in Student Teaching

a. Each institution shall develop and implement a written policy which includes and clearly explains at least the following:

1) The semester credit hours to be completed prior to submitting an application to student teaching

2) Coursework requirements prior to admission to/placement in student teaching

3) Grade point average requirement(s) prior to admission to/placement in student teaching

4) Pre-student teaching clinical experiences to be completed prior to student teaching (a minimum of 45 clock hours)

5) The office to which the application is to be submitted

6) The procedure and specific timeframe for securing admission to/placement in student teaching

b. Each institution shall develop and implement a set of policies and procedures to be followed in the administration of the student teaching experience:

1) In the placement of student teachers

2) In the supervision of students by university faculty

3) In the selection of cooperating teachers

4) In identifying and implementing appropriate student teaching (clinical) experiences

5) In determining how and by whom the student teaching experience is evaluated

4. Each institution shall develop, publish, and implement a written policy which clearly defines criteria by which students are admitted to and retained in graduate teacher education programs and/or specific graduate certificate programs. These criteria shall meet or exceed admission and retention standards established for undergraduate programs.

5. Appeals Procedure

Each institution shall develop and implement an appeals procedure for students in undergraduate and graduate teacher education programs.

B. Student Advisement

Both graduate and undergraduate students enrolled in a teacher education program shall be advised on at least the following:

1. Admission

2. Retention

3. Degree requirements

4. Licensing/certification requirements

C. Student Participation in Program Development

Each institution of higher education which offers approved programs in teacher education shall provide opportunities for students to participate in the de-

velopment, evaluation, and revision of teacher education courses and programs. Student participation shall include:

1. Representation on the teacher education governance unit

2. Systematic evaluations of courses and instruction

D. Follow-up of Program Graduates

Each institution of higher education which offers approved programs in teacher education shall develop a procedure for surveying graduates of its teacher education programs. At least the following criteria must be addressed:

1. These surveys shall be developed and administered at least every three (3) years in such a way as to determine the professional success of the graduates of each program.

2. In addition, these surveys shall offer former students of the programs an opportunity to provide the institution with information that can be used for program revision.

3. The institution shall provide evidence that information gathered on the teacher education program(s) is considered in the revision of teacher education courses and programs.

V. CURRICULUM

A. Objectives of the Institution's Teacher Education Program

Each institution of higher education which maintains a State Board of Education approved teacher education program shall administer that program on the basis of written objectives.

B. Objectives of Individual Certificate Programs

The design and implementation of individual certificate programs will be based upon written objectives.

1. Input in the development of these objectives will come from representatives of the teacher education faculty, graduates of the program, practitioners in the field, and state and national professional associations.

2. There shall be evidence of a clear relationship between these objectives and the curricula for the certificate program.

C. Course Syllabi for Required Courses

The unit accountable for teacher education will be responsible for appropriately identifying the location of course outlines, descriptions, and/or syllabi required to fulfill requirements of the teacher education program.

1. Current syllabi for professional education courses will be kept on file. These syllabi must include the following information:

   a. Course title, number and semester credit hours

   b. Prerequisites

   c. Course description

   d. Course objectives

   e. Units of instruction

   f. Texts, reading lists, materials

   g. Requirements and evaluation criteria

2. For the specialization area, course outlines, descriptions, and/or syllabi should be provided indicating where objectives for the program are being met.

3. For general education, course outlines, descriptions, and/or syllabi should be provided indicating where objectives for the program are being met.

D. The General Education components of each approved certificate program must meet or exceed the following standards.

General Education is based on those studies known as the liberal arts and liberal sciences, which embrace the broad areas of the humanities, mathematics, the biological and physical sciences, the social and behavioral sciences and oral and written communication skills. College credit used to satisfy the requirements in General Education, in an amount not to exceed twelve (12) semester hours, may also be counted in meeting requirements in the field of specialization.

Standard I

The General Education Program shall:

1. Stimulate scholarship that will give understanding and help prepare people for change.

2. Foster individual fulfillment and nurture free, rational, and responsible adults.

3. Cultivate appreciation for the values associated with a free society.

4. Contribute to the development of leaders who are intellectually competent, imaginative and vigorous.

5. Contribute to professional knowledge and its application.

6. Encourage discernment of the values inherent in world cultures.

Standard II

General Education is a developmental experience emphasizing the first two (2) years of higher education extending throughout the baccalaureate program.

Standard III

Each institution approved for the education of teachers shall be responsible for building a sequential program of general studies. A minimum of fifty (50) semester hours in General Education is required, distributed so that:

1. Upon successful completion of the General Education component, the student will have acquired competencies in each of the following areas:

   a. Communication Skills: conversational speaking, composition, listening, and reading.

   b. Mathematics: computation, applications, thought processes, vocabulary and concepts.

   c. United States History and Government: the growth and development of the United States as a nation and its place in world affairs. An analysis of the United States Constitutional Government.

   d. Science: physical and biological sciences.

e. Behavioral Sciences: the study of psychology, and/or sociology, and/or anthropology.

f. Arts and Humanities: the study of significant ideas of western civilization as manifested in art, literature, music and philosophy.

2. Any electives needed to fulfill the fifty (50) hour minimum requirement may be selected from Category 1 or the following:

a. Contemporary World Culture: social, geographic, political and economic conditions and their impacts on current problems in the world and nations; foreign language, American ethnic studies and world literature with emphasis on, but not limited to, the writings of English and American authors.

b. Practical Arts: skills in areas such as typing, business, accounting, home economics, industrial arts, agriculture, drafting, computer science, and library science.

c. Health and Physical Education: the principles of physical and health education as they apply to the individual and the community.

E. Professional Education Requirements

The professional education component of each approved certificate program must meet or exceed the following standards:

The professional sequence shall include classroom and field experiences incorporating a minimum of thirty (30) semester hours. These experiences shall include coursework fulfilling the criteria specified in Standards I through V. College credit used to satisfy the requirements in Professional Education may not be counted in meeting requirements in the field of specialization except where specifically designated in the Standards.

The fulfillment of the professional sequence will include evidence that students have successfully completed:

1. Appropriate laboratory and field experiences designed to provide pre-service teachers opportunities to synthesize, apply and extend knowledge and problem solving abilities acquired in educa-

tional foundations, theory, methods courses, and principle subject areas.

2. Supervised developmental and sequential pre-student teaching experiences in the field. A minimum of forty-five (45) clock hours is required.

3. A student teaching experience equivalent to one (1) semester (not less than twelve (12) weeks in the school environment).

4. Coursework in each of the following areas: Foundations of Education, Human Growth and Development, Learning, Evaluation, Exceptional Child, Media, Methods, and Student Teaching.

Standard I

The professional sequence shall include knowledge of the processes of human growth, development and learning and the practical application of this knowledge to the instructional process. In achieving Standard I, students will demonstrate a knowledge of:

1. Individual differences among students such as interests, values, cultural and socio-economic background.

2. Strategies to utilize data in grouping students for learning activities.

3. The development of instructional goals and objectives appropriate to student needs and learning modes.

4. Sequencing learning activities and experiences both logically and psychologically.

5. Behavior patterns of students.

6. Classroom conditions which are varied and appropriate.

7. Student self-awareness and positive self-concepts.

Standard II

The professional sequence shall include an understanding of the foundations underlying the development and organization of education in the United States. In achieving Standard II, the student will demonstrate a knowledge of:

1. The historical and philosophical development of education in the United States.

2. The organization of public schools.

3. Cultural pluralism as it relates to the public schools.

4.. The development of education as a profession.

5. Legal and ethical considerations of school personnel (including the rights and responsibilities of teachers, students, administrators and staff).

6. The characteristics of effective teachers.

7. Democratic principles, free public education, and equal educational opportunity.

8. Objectives and purposes of education relating to pupils, parents and other citizens.

9. School programs and the participatory role of the teacher in activities which contribute to student and faculty development.

Standard III

The professional sequence shall include evidence that knowledge of measurement, methods, materials and media appropriate to teaching is included. Emphasis shall be in the student's field(s) of specialization. In achieving Standard III, students will demonstrate a knowledge of:

1. Administration and interpretation of assessment techniques (standardized tests, socio-metrics, etc.).

2. Design and use of teacher-made tests (diagnostic and achievement, etc.).

3. Appropriate organization of instructional resources and materials for effective teaching.

4. A variety of appropriate instructional strategies (programmed instruction, games, simulations, etc.).

5. The appropriate use of a variety of communication patterns within the classroom.

6. Individualization of instruction when appropriate.

7. Interaction patterns and the ability to modify plans on the basis of feedback.

8. Incorporating reading techniques in content subjects.

Standard IV

The professional sequence shall include the teaching of the purposes, administrative organization and operation of the total education program of the school. In achieving Standard IV, the student will demonstrate a knowledge of:

1. Cultural pluralism concepts.

2. Effective interaction and communication with parents.

3. The organization of public schools.

4. The major contemporary problems in public education.

5. The professional organizations in education.

6. The requirements for accreditation, licensure and certification.

Standard V

The professional sequence shall include demonstrated ability to teach effectively and work ethically with pupils, teachers, administrators, and parents. In achieving Standard V, documentation will be provided (rating scales, systematic observation, video tape, etc.) to evaluate the student teacher's ability to:

1. Differentiate among the appropriate roles and responsibilities of pupils, teachers, administrators, para-professionals, and parents.

2. Organize and implement a variety of activities to facilitate learning.

3. Exhibit professional scholarship and behavior.

4. Interact and communicate effectively with parents.

5. Conceptualize and predict accurately the interaction of influencing variables in teaching and learning.

6. Identify and become sensitive to individual differences among students.

7. Plan, implement and evaluate appropriate educational goals and related experiences for students.

8. Work effectively as a member of an educational team.

F. Specialization Requirements

1. The specialization component of each approved certificate program must meet the requirements stated in the current edition of the Teacher Education, Certification and Assignment Handbook.

2. The specialization component of each approved certificate program must be consistent with the institution's objectives for teacher education.

3. The specialization component must be based on a set of written program objectives which should include consideration of objectives developed for the state curriculum examinations.

APPENDIX A

FACULTY DEVELOPMENT

1. Annual Report - Institutional Teacher Education Faculty Development Plan

   By July 1, of each year, institutions shall submit an annual report which addresses any additions or revisions to their faculty development plan.

2. Five-Year Review of Approved Programs

   All teacher education institutions seeking approval of their certificate programs through the five-year review process should include a summary of the faculty development plans for individual faculty in their self-study.

   a. The previsitation self-study prepared by institutions undergoing the regular five-year re-evaluation of approved programs shall include the institution's teacher education faculty development plan.

   b. Institutions undergoing the regular five-year re-evaluation of approved programs shall make available to the visiting committee during the visitation individual teacher education faculty plans.

   c. Names of participants and categories filled by each.

3. Teacher Education Faculty Development Committees

   Each institution of higher education with approved teacher education programs shall have a teacher education faculty development committee that shall include at least one public school classroom teacher. The institution shall otherwise determine the membership and selection process for the teacher education faculty development committee. The Dean and/or Director of Teacher Education, or his/her designee shall serve as chairman of the teacher education faculty development committee.

   a. The institutional faculty development plans shall describe how members are selected for the teacher education faculty development committee.

   b. The institutional faculty development plans shall describe the terms of office for members of the teacher education faculty development committee.

4. Responsibilities of the Teacher Education Faculty Development Committee

   The teacher education faculty development committee shall be responsible for writing guidelines for implementing the faculty

development program. These guidelines shall include, but not be limited to:

a. Functions and responsibilities of the teacher education faculty development committee

b. Alternative means of education which are acceptable for meeting faculty development requirements

c. Process for reviewing individual faculty development plans on an annual basis

d. A timeline for submitting and reviewing individual faculty development plans on an annual basis

5. Faculty Subject to the Teacher Education Faculty Development Program

The teacher education faculty development program shall apply to individuals in the following categories who are involved in teacher education at institutions of higher education which offer state approved certificate programs:

a. Faculty and administrators in departments, schools, and colleges of education

b. Faculty outside the department, school, or college of education who teach subject matter methods courses

c. Faculty who supervise student teachers and/or practicum students

d. Faculty who serve on entry-year assistance committees

6. Program Guidelines to Provide Alternative Means of Education

Faculty development guidelines shall provide alternative means of education including, but not limited to:

a. Inservice programs

b. Higher education courses

c. Exchange programs with public school classroom teachers, administrators and other school personnel

7. Service in a State Accredited Public School

All teacher education faculty included in item #5, including the Dean of the College of Education, are required once every five years to serve in a state accredited public school the equivalent of at least one-half day per week for one semester in responsibilities related to their respective teaching fields.